

AL.2.2010-110



Student and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET
SST1150 Social Studies 10-1
Module 1 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

FOR OFFICE USE ONLY
Assigned Teacher: _____
Assignment Grading: _____
Graded by: _____
Date Assignment Received: _____

Student's Questions and Comments

Apply Module Label Here

_____	_____	_____	_____	_____
Name	Address	Postal Code		

Please verify that preprinted label is for correct course and module.

Teacher's Comments

Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

SOCIAL STUDIES 10-1

ASSIGNMENT BOOKLET

Learn  veryWare

Module 1: Globalization, My Community, and Me

we explore

Social Studies 10-1
Module 1: Globalization, My Community, and Me
Assignment Booklet
ISBN 978-0-7741-3071-4

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2008, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

MODULE 1 ASSIGNMENT BOOKLET

The assignments that you complete may or may not be graded. Contact your teacher to determine which assignments will be graded.

Module 1: Section 1 Inquiry

TV Identities and Me

This is a graded activity.

Are you what they say you are? Create a visual response to this inquiry question. Often media portrays the identity of young people in a particular way. Research and examine the top television shows from 2007. Analyze how young people act, talk, and dress on these shows.

- *Heroes*
- *Friday Nights Lights*
- *Aliens in America*
- *The O.C.*
- *One Tree*
- *Gossip Girl*
- *Smallville*

Step 1: Assemble images of your own individual identity and images of the characters from the television shows. There are many celebrity images online that may be used for educational purposes in your assignment.

Step 2: Select images that best respond to the inquiry question. Arrange the images in the space provided on the next page.

Step 3: Use the images to support the extent to which your identity is similar to those portrayed on television and the extent to which your individual identity is your own unique style.

**Scoring Criteria: TV Identities and Me
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Use of Images	Limited or few images related to the inquiry.	Most of the images support the inquiry question.	All of the images support the inquiry question and present sophisticated thinking about similarities and differences.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Analysis of the Impact	Limited analysis and understanding of similarities and differences between identities.	Most of the analysis supports understandings of superficial similarities and differences between identities.	All of the analysis reflects thoughtful consideration of the similarities and differences between identities.

Module 1: Section 1: Lesson 1: Get Focused
My Language

This is a graded activity.

Think about the language you use with your family, your friends, and the people in your community. Are there words unique to your family and friends? Are there words common to people of your age around the world? How important is it to your identity to be able to keep the language of your choice?

Does your name hold special meaning in a language? How does your name shape your identity? What impact would a name change have on your identity? What if your choice of names was limited or not legally acceptable?

Pause a moment and think about the language you use. In the chart below and on the next page, record the slang, everyday words, and names you use and note with whom you use these words.

Reflect on the origins of these words and names. Note if they have been passed down from generation to generation in your family. Are they newly invented by your family or friends? Are they computer related? Are they from television or film? Are they used in and outside of your family and community?

Word	Where Do I Use the Word?	Where Did the Word Come From?	Why Do I Use the Word?
	<ul style="list-style-type: none"> Is the word used in and outside of your family and community? 	<ul style="list-style-type: none"> Has the word been passed down from generation to generation in your family? Is the word newly invented by your family or friends? Is the word computer related? Is the word from television or film? 	All the information clearly relates to the inquiry question.
Example: KumKum	I use it to address my eldest aunt in my family.	It is a Cantonese word for "aunt" (wife of my mother's brother).	In my family it is a special way of referring to family members and keeps some of our language alive even though English is our first language.

Scoring Criteria: My Language (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to the inquiry question.	Approximately half of the information relates to the inquiry question.	All the information clearly relates to the inquiry question.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Quality of Examples	Examples are superficial without context of student experience and situation.	Most of the examples are authentic to student experience and situation.	All the examples are authentic to student experience and situation.

Journal: My Language

Write a statement about the relationship between language and identity.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

There is more room for your response on the next page.

[illegible]

Module 1: Section 1: Lesson 1: Explore 1**What Is My Language?**

This is a graded activity.

1. Think about what you have viewed, listened to, or read. Record examples of the kinds of languages you observed in use by Canadians.

2. Is the language that Canadians are using entirely the same, different, or both? Explain how and identify where some of the language comes from.

3. Identify examples where the language used made you think of a specific identity; for example, rural/urban, age, gender, or language/cultural group.

4. In which situations did the person switch languages? How much did it influence your conclusion about the person's identity?

5. How much of the language you observed influenced your conclusion about the person's identity?

6. a. Summarize one of the stories about the name a person was given.

b. How much does the name influence your conclusion about the person's identity?

Scoring Criteria: What Is My Language?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Specific, Revealing Responses	Provides almost no descriptive observations. Any observations are vague or about insignificant matters.	For half of the questions, provides descriptions about potentially important details.	For each question, provides specific descriptions about important details.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Thoughtful, Interesting Reflections	Provides, at most, one reflection per question. Any reflections are likely trivial.	For half of the questions, reflections raise thoughtful or interesting points.	For each question, reflections raise very thoughtful or interesting points.

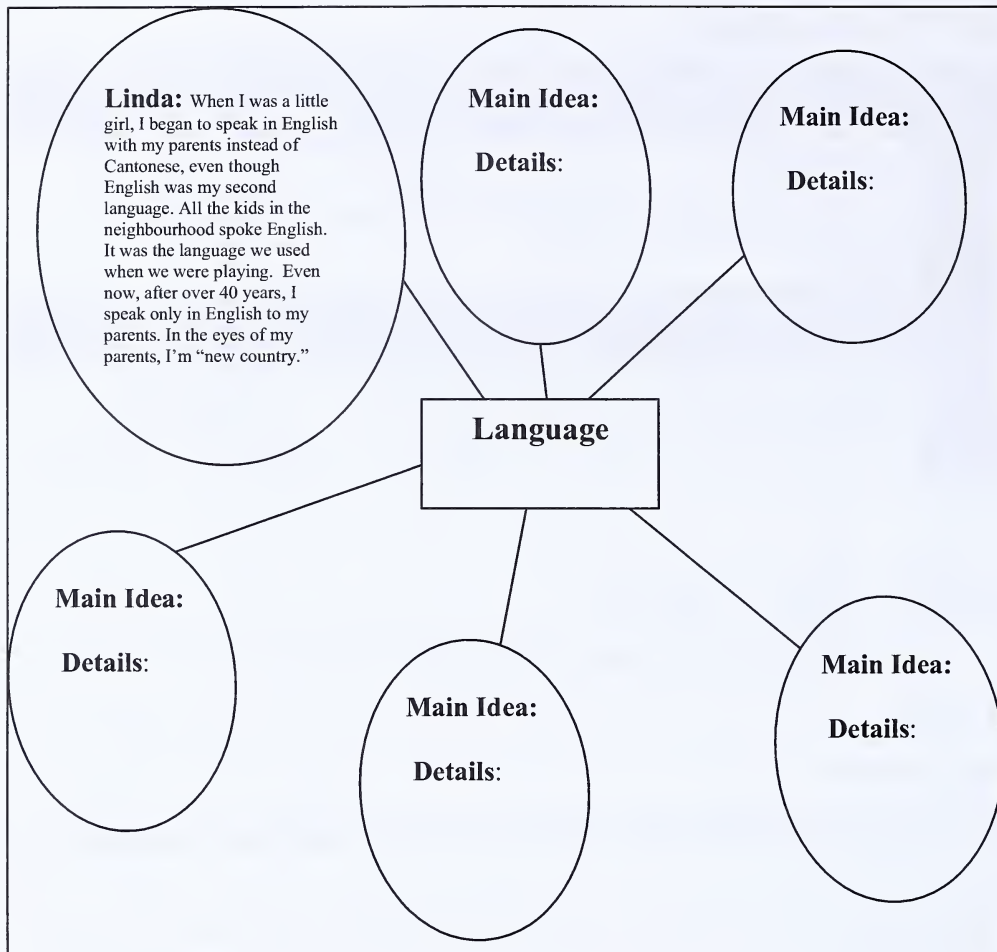
Module 1: Section 1: Lesson 1: Explore 2

How Does My Language Reflect Who I Am?

This is a graded activity.

Answer the following questions.

1. Think about the information you viewed. Record what the information says about language and identity.
-



2. How much does language influence who you are?

Scoring Criteria: How Does My Language Reflect Who I Am?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to the identified factor.	Approximately half of the information relates to the identified factor.	All of the information clearly relates to the identified factor.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Coverage of Important Ideas	Very few important ideas are represented.	Approximately half of the important ideas are represented.	All of the important ideas for each option are represented.

Module 1: Section 1: Lesson 1: Explore 3
To What Extent Does Globalization Impact Language?

This is a graded activity.

Once you have finished your reading, return to the Social Studies 10-1 Multimedia DVD. Find the Self-Check titled "To What Extent Does Globalization Impact Language?" Complete the Self-Check and print it off. Attach it to the Assignment Booklet.

Scoring Criteria: To What Extent Does Globalization Impact Language?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identifies Relevant Evidence	Identifies very little evidence of key factors.	Identifies obvious pieces of evidence of key factors, but overlooks some important considerations.	Identifies many pieces of evidence of the most important factors.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Justifies Rankings	No plausible justification is given for any of the assigned rankings.	Justification for each ranking touches upon some key factors.	Justification for each ranking shows thoughtful consideration of the most important factors.

Journal: The Relationship between Language and Identity

Return to your previous Journal/Blog activity. Record additional reflections on the relationship between language and identity.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 1: Lesson 2: Get Focused

Before and After

This is a graded activity.

Examine the artwork of Joane Cardinal-Schubert. Survey the values, ideological beliefs, traditions, role models, religion, spirituality, and connection to the land reflected in the image. Can you identify visual elements embedded in her work that may connect to the people, values, beliefs, and ideas Cardinal-Schubert holds as important? Record your findings in the chart.

Key Aspects (Identify the key aspects that are expressed in this painting.)	Observations (Make specific note of what you observed.)
Example: <input checked="" type="checkbox"/> Values	Identify the people Joane Cardinal-Schubert chose to include in her painting. What values do they represent to her?
<input type="checkbox"/> Values	
<input type="checkbox"/> Ideological Beliefs	
<input type="checkbox"/> Traditions	
<input type="checkbox"/> Role Models	
<input type="checkbox"/> Religion	
<input type="checkbox"/> Spirituality	
<input type="checkbox"/> Connection to the Land	

[illegible]

Module 1: Section 1: Lesson 2: Explore 1

Values, Beliefs, and My Community

This is a graded activity.

When you look around your community and observe the people around you, can you identify the values and beliefs that are significant to whom you are as a collective? Examine the Explore options you chose and then complete the chart below and on the next page.

Name of the community or collective:	
Summarize what it is that you explored:	
Key Aspects Identify the key aspects that are expressed in this Explore item.	Observations Make specific note of what you observed.
Example: <input checked="" type="checkbox"/> Values	This story describes how knowing and helping your neighbours is important to the community.
<input type="checkbox"/> Values	
<input type="checkbox"/> Ideological Beliefs	
<input type="checkbox"/> Traditions	

<input type="checkbox"/> Role Models	
<input type="checkbox"/> Religion	
<input type="checkbox"/> Spirituality	
<input type="checkbox"/> Connection to the Land	

Conclusion:

Based on what you have observed, describe the identity of the collective or community.

There is more room for your response on the next page.

Scoring Criteria: Values, Beliefs, and My Community
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identifies Key Aspects	Identifies few of the important aspects.	Identifies the obvious aspects but overlooks some important considerations.	Identifies many aspects, including a significant range of key aspects.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identifies Supporting Evidence	Lacks support.	Partially supports choices.	Significantly supports choices.

Module 1: Section 1: Lesson 2: Explore 2

My Individual Identity and Me

This is a graded activity.

What do values and beliefs say about my individual identity and me? Explore the experience of an individual and then complete the chart below and on the next page.

Name of the individual:	
Summarize what you found out about this individual:	
Key Aspects Identify the key aspects that are expressed in this Explore item.	Observations Make specific note of what you observed.
Example: <input checked="" type="checkbox"/> Values	The Elder in the book expresses what values she would like see carried on to the next generation.
<input type="checkbox"/> Values	
<input type="checkbox"/> Ideological Beliefs	
<input type="checkbox"/> Traditions	
<input type="checkbox"/> Role Models	

**Scoring Criteria: My Individual Identity and Me
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identifies Key Aspects	Identifies few of the important aspects.	Identifies the obvious aspects but overlooks some important considerations.	Identifies many aspects, including a significant range of key aspects.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identifies Supporting Evidence	Lacks support.	Partially supports choices.	Significantly supports choices.

Module 1: Section 1: Lesson 2: Explore 3
Globalization, Values, and Beliefs

This is a graded activity.

Does globalization create change in my values, beliefs, and who I am? Select one of the Explore options and then complete the chart below and on the next page.

Name of the individual or collective:	
Summarize what you found out about this individual or collective:	
Key Aspects Identify the key aspects that are expressed in this Explore item.	Observations Make specific note of what you observed.
Example: <input checked="" type="checkbox"/> Traditions	This individual's expression includes traditions from other collectives.
<input type="checkbox"/> Values	
<input type="checkbox"/> Ideological Beliefs	

<input type="checkbox"/> Traditions	
<input type="checkbox"/> Role Models	
<input type="checkbox"/> Religion	
<input type="checkbox"/> Spirituality	
<input type="checkbox"/> Connection to the Land	

Conclusion:

How much impact has global contact and exchange made on the values and beliefs of collectives and individuals?

**Scoring Criteria: Globalization, Values, and Beliefs
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Quality of the Conclusion	Provides no conclusion.	Provides a limited conclusion.	Provides a clearly stated conclusion in the context of the inquiry question.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Justification for Conclusion	Offers no justification or provides justification in absence of a conclusion.	Offers some justification for the conclusion made.	Offers a thoughtful justification for the stated conclusion.

Module 1: Section 1: Lesson 3: Get Focused
CD Cover Design

This is a graded activity.

Go to the Social Studies 10-1 Multimedia DVD, and open “CD Cover Designer.” Select and drag the icons in the activity to create your personalized CD cover design. Print a copy of your work before exiting the activity and attach it to your Assignment Booklet.

**Scoring Criteria: CD Cover Design
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Quality of Elements Best Expressing Individual Identity	<ul style="list-style-type: none"> Provides few or no elements. Elements fail to express individual identity. 	<ul style="list-style-type: none"> Provides some elements. Most of the elements express individual identity. 	<ul style="list-style-type: none"> Provides a comprehensive collection of elements. The selected elements strongly express individual identity.

Journal: Expressions of Identity

Write a journal or blog reflection. What does your cover art design express about your identity?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 1: Lesson 3: Explore 1**Arts and Attire**

This is a graded activity.

1. Analyze two expressions of identity and record your findings on the aspects of identity expressed.
 - a. What does it express?
 - b. What aspects of individual and/or collective identity are expressed?

	Expression 1	Expression 2
Whose Expression? <ul style="list-style-type: none"> • individual • collective 		
Description		
Type of Expression <ul style="list-style-type: none"> • art • music • literature • drama • attire 		
Aspects of Identity <ul style="list-style-type: none"> • traditions • values • language • religion • spirituality • connection to the land • ideological beliefs • role models • belonging to a group 		

2. Form your conclusions.

a. How does art or attire express the identity of an individual or collective?

b. Are these expressions unique to the community and collective?

c. Do individuals in the community use these expressions to demonstrate a sense of belonging?

**Scoring Criteria: Arts and Attire
(10 marks)**

	Underdeveloped (2)	Competent (6)	Well-Developed (10)
Quality of Conclusions About the Relationship Between Arts, Attire, and Identity	Communicates limited or no understanding of the relationship.	Communicates some understanding of the relationship.	Communicates thorough understanding of the relationship.

Module 1: Section 1: Lesson 3: Explore 2
Globalization of Style

This is a graded activity.

How does the globalization of style shape identity? Analyze the expressions of identity. Record your conclusions and the evidence to support your conclusions.

Whose Identity?	Conclusion (What I Think)	Evidence
	<p>Select a position and place a check mark in the corresponding box.</p> <p><input type="checkbox"/> Globalization shapes the arts, attire, and style of an individual or collective to a great extent.</p> <p><input type="checkbox"/> Globalization shapes the arts, attire, and style of an individual or collective in limited ways.</p>	

**Scoring Criteria: Globalization of Style
(10 marks)**

	Underdeveloped (2)	Competent (6)	Well-Developed (10)
Quality of Conclusions About the Relationship Between the Globalization of Style and Identity	Communicates limited or no understanding of the relationship.	Communicates some understanding of the relationship.	Communicates thorough understanding of the relationship.

Journal: Globalization and My CD Cover Design

Write a journal or blog reflection. Return to your cover art design and highlight the graphical elements that are influenced by globalization.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 1 Challenge

Identifying Yourself

This is a graded activity.

Who am I in a globalizing world? Each person has a different personality and interests, but may share similar hometowns and tastes in music and sports. What makes your identity? Is your identity different from other generations? Has it been the most impacted to date by globalization? Begin your look at the relationship between globalization and identity by exploring what makes your individual identity.

You will create a poster or collage that represents three or four extremely influential features of your identity. Describe the features you chose and explain how these features reflect who you are. You may use drawings, photographs, media images, keywords, or symbols in the collage or poster.

Step 1: List identity features.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room for your response on the next page.

Brainstorm all the features you consider reflective of who you are, what you believe, and what you like. Use the following list of categories to organize your ideas. Identify which features are shaped by personal choice and which are influenced by your family, friends, and community.

- traditions (e.g., Hockey Night in Canada)
- role modelling (e.g., heroes, mentors)
- languages (e.g., bilingual, Francophone)
- religion and spirituality (e.g., beliefs about an afterlife)
- the arts (e.g., music, dance)
- attire (e.g., clothing, body markings)
- connection to the land (e.g., farmers, hunters, stewards)
- ideological beliefs (e.g., political views, personal mottos)

Step 2: Choose the most influential features.

Select the most influential features that shape who you are. Use the following criteria for selecting influential features:

- How much does this feature impact how others see you?
- How much does this feature impact how you see and feel about yourself?

Step 3: Narrow the list.

Sort the selected features into three categories:

- extremely influential
- very influential
- somewhat influential

Limit your extremely influential category to three or four features.

Step 4: Make and justify your choices.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Focus on your extremely influential category and justify why they are the most influential in shaping your identity.

Step 5: Create your poster.

Create your poster with a focus on the features you identified and explained in Step 4.

Scoring Criteria: Identifying Yourself (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Quality of Feature	Provides few or none of the influential features of individual identity.	Provides some of the influential features of individual identity.	Provides a thorough presentation of the most influential features of individual identity.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Justification for Choices	Offers no justification for the choices.	Offers some justification for the choices.	Offers a thoughtful justification for the choices.

Journal: Reflection on Influences

Write a journal or blog reflection about the following:

- your reflections on which influences are shaped by personal choice or family, friends, and/or the community
- your justifications for selecting your extremely influential categories
- your reflections on the influences presented by other collages or posters

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

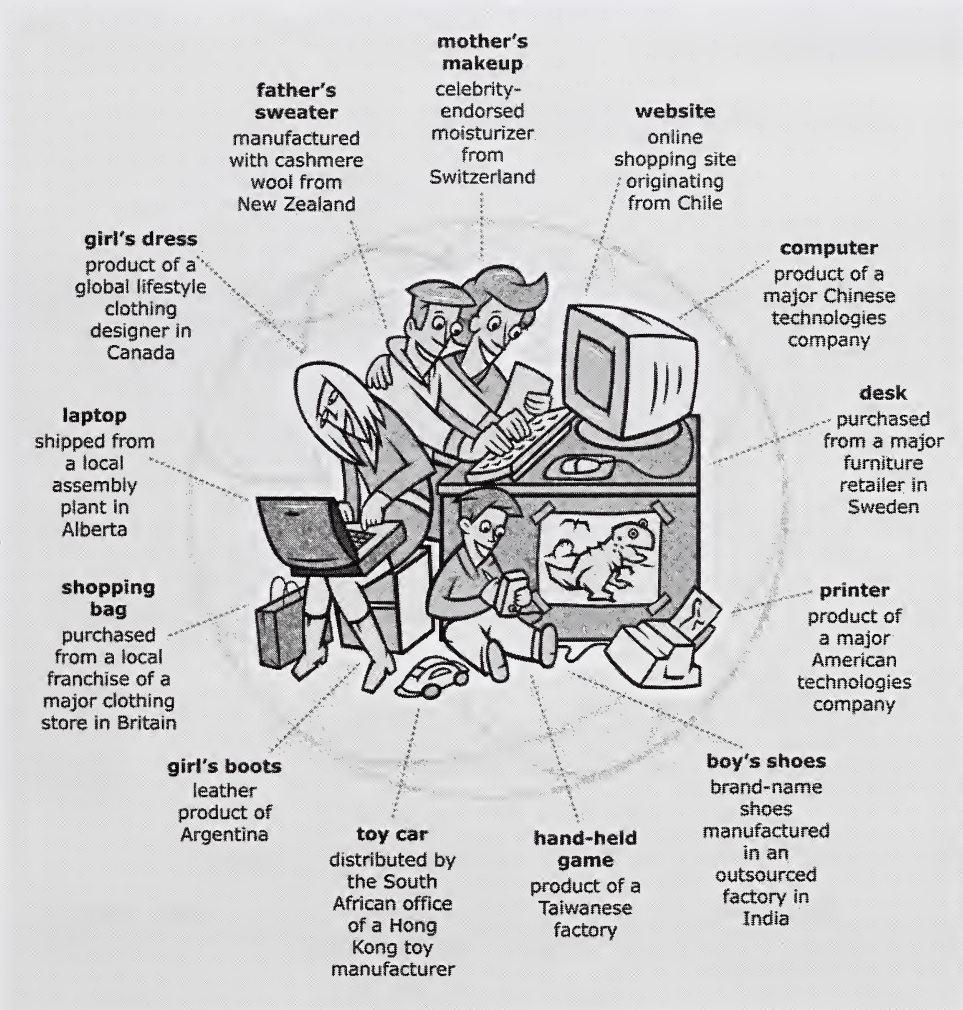
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 2 Inquiry

Globalization Cartoon

This is a graded activity.

Examine the cartoon. Can you identify with the experiences? Is your own perspective positive or negative when you think of globalization? If you were to personalize this cartoon from your everyday life, what changes in the cartoon bubbles or illustrations would you make? Mark your changes on the cartoon. Afterwards write a statement about what you think globalization is and how it may be a part of your everyday life.



Scoring Criteria: Globalization Cartoon
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Changes	Limited or few changes suggested for the cartoon bubbles or illustration.	Sufficient changes suggested for the cartoon bubbles or illustration.	Detailed changes suggested for the cartoon bubbles or illustration.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
statement	Limited presentation of what globalization is and how it may be a part of everyday life.	Sufficient presentation of what globalization is and how it may be a part of everyday life.	Thoughtful presentation of what globalization is and how it may be a part of everyday life.

Module 1: Section 2: Lesson 1: Get Focused
My Global Contacts and Connections

This is a graded activity.

Consider the role of globalization in your daily life. It can be present in different degrees depending on who you are and what you do. A person hired to increase sales of a locally manufactured product may be impacted by globalization to a more visible extent than you may be. This person may be in daily communication with clients in many countries and may travel to many locations to promote the product. Even if you do not meet someone or travel somewhere outside of your own community every day, global contact and connections are traceable in your daily life. They may be economic, social, or political in nature.

Create a visual representation of ways and amounts of contacts and connections that impact your daily life.

Step 1: Reflect and list your contacts and connections (social, economic, political, other).

- Who do you know as a contact?
- Where is that person or organization?
- How much contact do you have with that person or organization?
- What products (food, clothing, media) have you bought lately?
- Where are they made?

Categorize the contacts based on frequency of connections (many/some/few).

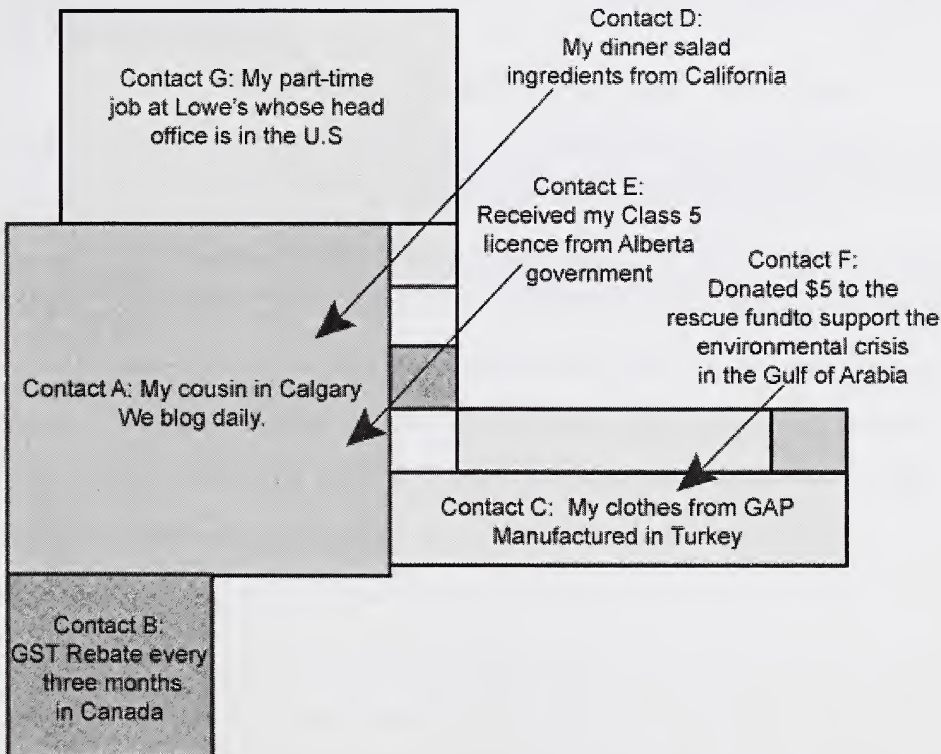
Step 2: Using the student example as a reference, use squares to represent each contact and identify the location of each contact. The size of the square should be in proportion to the amount of contact you have with a specific contact.

Step 3: Analyze your work and colour-code the squares. Select one colour for each of the following aspects:

- social contact
- economic contact
- political contact
- other

Keep the following in mind as you do this activity.

- The size of the square should reflect quantity of contact.
- The colour of the square should reflect the category of contact.
- The location should reflect if contacts are domestic and/or global in nature.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Module 1: Section 2: Lesson 1: Explore 1**World Map – Global Contacts and Connections**

This is a graded activity.

Based on the three options you chose to explore, research and identify from where in the world these contacts and connections originated and continue to be present today. Use the world map to locate and label the contacts and connections.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Module 1: Section 2: Lesson 1: Explore 2**Globalizing Forces and Their Impacts**

This is a graded activity.

What are globalizing forces and their impacts? Consider how these influences cross borders and impact aspects of lives and identity. Examine the border, identify the force, describe the crossing, and describe the end product. Evaluate the impact on people's ways of life and identity.

Explore selection name: _____

Using information you acquired from the Explore selection, complete the chart.

Examine the Border Where is this influence taking place geographically?	
Identify the Force What type of globalizing influence is this force (for example, trade, transportation, communication, technology, global media)?	
Describe the Crossing and Describe the End Product How is this force influencing the geographical location and what is the result?	
Evaluate the Impact on People's Ways of Life and Identity To what extent have people's ways of life and identity changed?	

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Scoring Criteria: Globalization and Influences (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Influences	Limited presentation of influences.	Sufficient presentation of the most obvious influences.	Detailed and thoughtful presentation of influences.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Analysis of impacts	Limited analysis of the impacts on people's ways of life and identity.	Most of the analysis supports understandings of the impacts on people's ways of life and identity.	Thoughtful consideration of and well-expressed ideas about the impacts on people's ways of life and identity.

Journal: Globalization and Influences

Write a journal or blog reflection. To what extent would you describe the influence of globalization in your own life?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Module 1: Section 2 Challenge

Where Are the Forces, Influences, and Dimensions of Globalization Found?

This is a graded activity.

Step 1: Collect news events related to globalization for the week from a variety of news publications (print and electronic).

Step 2: Sort the events into two groups: local-related event or global-related event.

Step 3: Map out the origin of the news event on a blank world map. You can find a printable blank map online (keyword: *blank world map*).

Step 4: Indicate how these globalization news events may have an impact on Canadians and others around the world.

Step 5: Assemble the map and the globalization news events into a visual display.

Step 6: Include the statement on globalization from your Notebook. Revise if necessary to include any new understandings you may have gathered from the news articles.

Attach your visual representation to this Assignment Booklet.

Scoring Criteria: Where Are the Forces, Influences, and Dimensions of Globalization Found? (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identification of Forces, Influences, and Dimensions	Identifies few or none of the forces, influences, and dimensions.	Identifies most of the forces, influences, and dimensions.	Identifies a comprehensive collection of forces, influences, and dimensions.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Quality of Mapping and Information	Presentation lacks support and required elements: <ul style="list-style-type: none"> globalization statement collection of news events and citations visual display map analysis 	Presentation contains all required elements with some support: <ul style="list-style-type: none"> globalization statement collection of news events and citations visual display map analysis 	Presentation thorough and well-supported and contains all required elements: <ul style="list-style-type: none"> globalization statement collection of news events and citations visual display map analysis

Journal: Where Are the Forces, Influences, and Dimensions of Globalization Found?

Write a journal or blog reflection. Are there similarities and differences in how you and others recognize globalization?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Scoring Criteria: Most Recent Global Trend
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Research	Limited background on selected trend.	Sufficient background on selected trend.	Detailed background on selected trend.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Presentation	Limited presentation of the impact of this trend on individual and/or collective identity.	Sufficient presentation of the impact of this trend on individual and/or collective identity.	Thoughtful presentation of the impact of this trend on individual and/or collective identity.

Opportunities and Challenges of Global Influence

Go to the Social Studies 10-1 Multimedia DVD, and complete "Opportunities and Challenges of Global Influence." Print a copy of your completed activity and attach it to your Assignment Booklet.

Module 1: Section 3: Lesson 1: Get Focused
Journal: Changes and Continuity

Go to the Social Studies 10-1 Multimedia DVD, and view "Changes and Continuity." Examine cultural borrowing and reflect on the original cultural use and significance and how it has changed because of global exchange.

Write a journal or blog reflection. Identify the key aspects that have changed or stayed the same in each time period. Globalization is about global contact and connections. What statement about the relationship between globalization and change can you make?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the next page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 3: Lesson 1: Explore 1

Journal: The Karen People

Write a journal or blog reflection. Review your notes. Examine what you now know about the history and identity of the Karen people. In what ways could increasing global contact create issues for this group? Explain why the Karen people are challenged by globalization.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 3: Lesson 1: Explore 2

Globalization and Indigenous Peoples in Taiwan

In what ways has globalization affected Indigenous peoples in Taiwan? Determine whether globalization has resulted in opportunities and/or challenges.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Journal: Globalization—Opportunities and/or Challenges?

Write a journal or blog reflection. Review your notes. Based on the groups you researched, what are your conclusions about globalization and whether it leads to opportunities and/or challenges?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

Module 1: Section 3: Lesson 1: Explore 3**Is This a Response to Opportunity or Challenge?**

This is a graded activity.

Examine the responses to globalization and analyze if the response is to an opportunity or challenge presented by globalization.

Explore Selection Name: _____

Analyze the response of the group you selected. Place a check mark beside your choice and then justify the choice you made.

Opportunity or Challenge?	Justify Your Choice
<input type="checkbox"/> opportunity	
<input type="checkbox"/> challenge	

Scoring Criteria: Is This a Response to Opportunity or Challenge?
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Relevance of Information	Most of the information does not relate to opportunities or challenges.	Approximately half of the information relates to opportunities or challenges.	All the information clearly relates to opportunities or challenges.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Analysis	Presents limited understandings of the relationship between globalization and challenges and opportunities to collective culture and identity.	Presents general understandings of the relationship between globalization and challenges and opportunities to collective culture and identity.	Presents detailed and thoughtful understandings of the relationship between globalization and challenges and opportunities to collective culture and identity.

Module 1: Section 3: Lesson 2: Get Focused

Journal: Chapter Focus

Answer the questions listed in the Chapter Focus on page 46 of your textbook.

1. Name five favourite movies.
2. How many of your choices of songs, television, shows, and movies are made in or outside of Canada?
3. How are your choices affected by the impacts of media and communications technology?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the next page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

My Personal Media Device Design and Analysis

This is a graded activity.

What if you were asked to provide feedback about the latest development of a personal media device? Go to the Social Studies 10-1 Multimedia DVD, and open “My Personal Media Device.” Use “My Personal Media Device” to take the sketched shell of a media device and add media and communication features you want the device to have.

If your proposal is accepted, your media device will be marketed globally. An essential element for approval is whether the device enhances or limits diversity of cultural and linguistic identities.

Analyze the opportunities in accessing and sharing aspects of a unique culture, language, and identity. Review your completed design and then complete the analysis in the chart, which follows. Also, print your design and attach it to the Assignment Booklet.

Synopsis of key features of personal media device:

What can you do with it?

	Opportunity	Challenge	Impact on My Ability to Express and Live in My Culture, Language, and Identity

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 3: Lesson 2: Explore 1

Analysis – Media Giants

This is a graded activity.

Go to the Social Studies 10-1 Multimedia DVD, and explore *Frontline: The Merchants of Cool*. Use the information to complete your analysis.

1. Select one of the media giants. What service do they provide? List the areas of influence of this multinational. Support your answers.

2. Organize your research into the chart.

Analysis of the Areas of Influence of Media and Communication Multinationals

Name of the Media Giant: _____

Service	Influence(s)	Evidence

Scoring Criteria: Media Giants
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identifies Key influences	Identifies few of the influences.	Identifies the obvious influences but overlooks some important considerations.	Identifies many influences, including a significant range of influences.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Supporting Evidence	Lacking in support.	Partially supports impacts.	Significant support for impacts.

Multinationals - What's Available in Your Community?

Form a small research group with two other students who live in your community. Research the products of this multinational and identify which are available in your community. Present your research in the form of a promotional feature.

Criteria:

- The presentation should be visual and attract attention.
- The purpose of the promotion is to inform the community about this multinational corporation.

The promotional feature should present background on this multinational and identify which products are available in your community.

Attach your promotional feature to your Assignment Booklet.

Scoring Criteria: Multinationals - What's Available in Your Community? (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Promotional Feature	Based on limited or no research.	Based on adequate research.	Based on extensive research.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Collaborative Research	Demonstrated <ul style="list-style-type: none"> • limited research strategies • limited respect for the point of views and perspectives of others • limited leadership 	Demonstrated <ul style="list-style-type: none"> • some research strategies • some respect for the point of views and perspectives of others • some leadership with a plan of action 	Demonstrated <ul style="list-style-type: none"> • effective research strategies • respect for the point of views and perspectives of others • leadership with a plan of action

Module 1: Section 3: Lesson 2: Explore 3

Journal: Media and Communication Technologies and Cultural Diversity

Write a journal or blog reflection.

- Do these technologies offer opportunities or challenges for culture and identity? List some examples from your notes in Explore.
- What is your understanding of diversification?
- Is diversification of identity viable in a globalizing world? Justify your response.

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

Module 1: Section 3: Lesson 3: Get Focused

Promoting New Artists in a Globalizing World

This is a graded activity.

Explore the background and music of each artist. Reflect on the potential effects of these strategies on collective culture and identity. Predict the degree of opportunities or challenges the artist and the promotion of her or his collective identity may face in the chart, which follows.

Artist	Strategy	✓ Opportunity	✓ Challenge	Justification
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

Scoring Criteria: Promoting New Artists in a Globalizing World (10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Predictions	No prediction provided	Inappropriate predictions for the artist	Appropriate prediction for the artist
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Justification of Predictions	Lacks support	Partially supports prediction	Significantly supports prediction

Journal: Promotion of Unique Cultures and Languages

Write a journal or blog reflection. What factors should collective identities consider when determining strategies to promote their unique cultures and languages in a globalizing world?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

[illegible]

There is more room for your response on the next page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 3: Lesson 3: Explore 1**The Effectiveness of Strategies**

How effective are the efforts to promote culture and language in a globalizing world?

In this activity you will identify the issues and the strategies, apply your criteria, and report on the effectiveness of the strategies in maintaining the unique culture and language of the collective identity you chose to research.

Use of criterion or criteria helps you arrive at a decision or evaluation. Review the above question and list descriptors that will help you identify if a strategy matches what an effective effort should achieve.

1. What do you expect to find in an effective effort or strategy? Complete the chart below and on the next page. **(10 marks)**

Criteria	Descriptors of Effective Strategies or Efforts to Promote Culture and Language

2. Apply your criteria. Select one of the readings and apply the criteria you established. **(10 marks)**

- Which of the criteria have been met?
- What evidence supports your decision?

Criteria	Met?/Not Met?	Evidence
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

Adapted from *Selected Critical Challenges in Social Studies—Intermediate/Middle School*. Permission granted by The Critical Thinking Consortium for Alberta teachers.

3. Go to the Social Studies 10-1 Multimedia DVD, and open “Interactive Ranking.” Use the interactive ranking tool to evaluate the effectiveness of the strategies. Rank your conclusions on the effectiveness of the strategies. Print a copy of your ranking and attach it to your Assignment Booklet.

Scoring Criteria: The Effectiveness of Strategies
(10 marks)

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Assessment of Effectiveness	Provides no ranking.	Provides ranking.	Provides appropriate ranking for the strategy and the collective identity selected.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Justification of Rankings	No plausible justification given for any of the assigned rankings.	Justification for the ranking touches on some understanding of collective identity.	Justification for each ranking shows thoughtful consideration of the most important understandings of the collective identity.

Journal: Responses and Strategies

Write a journal or blog reflection. What conclusions can you make about the effectiveness of cultural and language promotion in a globalizing world?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

There is more room for your response on the next page.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Section 3: Challenge

The Future of Collective and Individual Identities

This is a graded activity.

To what extent will globalization influence the future of the cultural identity of a group? In this challenge you will consider the relationship between globalization and collective identities. You will analyze the cultural identity of a selected group and make conclusions on the impacts of globalization on the collective identity of this group. Next, you will share your conclusions and examine them in comparison to the conclusions of other students. At the end of your task, you will present a statement about the future of collective identities that reflects your understandings and justifications about the influence of global forces on identity.

You may want to use the Notebook to organize your work.

Step 1: Analyzing the Impacts of Globalization on Collective Identity

1. Select a group from the Explore sections or one of your own choices.
2. Analyze how globalization has impacted the collective identity of this group. Develop criteria to determine the extent of the influence of globalization.
3. Apply your criteria.

Guidelines for Your Criteria

- Identify if there are healthy and unhealthy features of identity as impacted by globalization. What happens to the collective identity when globalization is present?
- Identify if globalization contributes to or undermines the desirable aspects of collective identity.
- Desirable aspects may include the development of a sense of belonging, the rich experiences that a member of that collective identity can participate in, the freedom to celebrate and affirm that collective identity, and the acceptance into a bigger community that fosters plurality and diversity of many collective identities.
- Identify if globalization fosters the vitality of this collective identity. What is the future for this collective identity in relation to globalization?
- Take a position on the challenge question based on your analysis. Write your position in your Notebook.

Step 2: Defending a Position on Globalization and Identity

To what extent is globalization healthy for the future of collective identities?

1. Take a position and justify your views.
2. Share and discuss your views with other students. Confirm with your teacher if you will be participating in a discussion post, Our Community, or an alternative method.
3. Gather the views of all participants in this question.

Step 3: Placing Views on a U-Shaped Continuum

Organize what everyone has shared into a U-shaped continuum. You may choose from a variety of technologies to present this information (for example, a Word document).

- At one end of the continuum, present those who believe that globalization promotes healthy individual and collective identities.
- At the other end, present those who believe that globalization undermines healthy identities.
- Add other students who may align themselves between the two ends of this continuum.

Step 4: Preparing a Reflection Statement on the Future of Collective Identities in a Globalizing World

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

1. Examine the U-shaped continuum.
2. Prepare a statement of where you have placed your conclusions in relation to other students.
3. Explain why you would place yourself with those on the same continuum and why you would not accept placing yourself with others.

**Scoring Criteria: The Future of Collective and Individual Identities
(10 marks)**

	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Identification of Impacts	Provides few or none of the impacts on collective and individual identity.	Provides some of the impacts on collective and individual identity.	Provides a thorough presentation of the impacts on collective and individual identity.
	Underdeveloped (1)	Competent (3)	Well-Developed (5)
Justification	Offers no justification for the impacts on collective and individual identity.	Offers some justification for the impacts on collective and individual identity.	Offers a thoughtful justification of the impacts on collective and individual identity.

Extension Activity for The Future of Collective and Individual Identities: Creating a Visual

Discuss with your teacher whether this is a required activity.

Create a visual representation of your view of the cultural future for young people of your age living ten years from now if globalizing forces continue to influence cultural identities.

Consider this title: Who Are We Becoming?

Include your conclusions on whether there will be healthy or unhealthy features, desirable aspects, and cultural vitality for identities in the future.

There is more room for your response on the next page.

Journal: The Future of Individual and Collective Identities

Write a journal or blog reflection. What are the impacts of globalization on collective identity?

This is a graded assignment. It will be scored according to the Journal/Blog Entries rubric found in the Appendix of the Student Module Booklet. You may wish to post a copy of the response to your Blog.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Module 1: Challenge to Take Action

Informing Yourself

Investigate how a collective is coping with the opportunities and challenges to expressing their collective identity in a globalizing world.

In addition to the collectives explored, what other collectives can be investigated? Complete a short write-up of your investigation to your teacher.

Engaging Yourself

Join a collective in efforts (websites, campaigns, marches, letter writing, celebration/promotion days) to express a collective identity in a globalizing world. Some examples include the following:

- Maori in New Zealand – Maori Network and World Indigenous Television Broadcasting Conference
- Inuit Circumpolar Council
- Hmong in America – Learn About Hmong website and www.hmongnet.org
- Métis in Alberta – Louis Riel Day (November 16) and National Aboriginal Day (June 23)
- Franco-Albertans – Francophone Secretariat (Alberta Tourism, Parks, Recreation and Culture)

Complete a short write-up of your action. Provide examples of your participation (for example, registration information, links to website, copy of letter for campaign, short synopsis of the march).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

**Scoring Criteria: Challenge to Take Action
(10 marks)**

	Limited Action (1)	Sufficient Action (3)	Exemplary Action (5)
Exploration and Participation (X2)	<ul style="list-style-type: none"> • Demonstrates limited or no interest in the issues related to globalization and identity. • Displays little or no understandings gained in the issues related to globalization and identity. • Provides limited or no action in the issues related to globalization and identity. 	<ul style="list-style-type: none"> • Demonstrates some interest in the issues related to globalization and identity. • Displays some understandings gained in the issues related to globalization and identity. • Provides visible action in the issues related to globalization and identity. 	<ul style="list-style-type: none"> • Demonstrates a motivated interest in the issues related to globalization and identity. • Displays deep understandings gained in the issues related to globalization and identity. • Provides innovative action in the issues related to globalization and identity.

Surveying Your Action

Evaluate your challenge to take action using an interactive ranking. Go to the Social Studies 10-1 Multimedia DVD, and complete "Surveying Your Action." Print a copy of your completed evaluation and attach it to your Assignment Booklet.

Once you have completed all of the questions, submit your work to your teacher.